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ABSTRACT

An outline for an introductory course designed to present the fundamentals of Gregg shorthand is given. The objectives listed are: (1) to be able to read Gregg shorthand symbols rapidly and accurately; (2) to develop proficiency in vocabulary, spelling, punctuation and grammar as it relates to shorthand theory; and (3) to develop speed and proficiency when using shorthand knowledge/theory during transcription activities. Class activities are organized in conjunction with the first 30 lessons in the textbook, "Gregg Shorthand for Colleges, Volume One, Series 90." Performance objectives, learning activities, suggested instructor and student materials, an explanation of the student evaluation system, and a bibliography are included. (JW)

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SHORTHAND I

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SHORTHAND I

A developed course encompassing the competencies identified in the administrative area of the Secretarial Science Technology task analysis.

Submitted

to

Stark Technical College

Staff and Development Office

Ruth E. Lawrence

1983

I. COURSE DESIGN

Title
Credits/Class Hours/ Lab Hours
Course Prerequisites
Course Description
Course Rationale
Course Organization
Course Calendar
Course Resources
Evaluation System/Explanation

II. INSTRUCTIONAL DESIGN

Design Explanation
Performance Objectives
Learning Activities
Sample Tests
Bibliography

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COURSE DESIGN

COURSE TITLE, COURSE NUMBER

Shorthand I - #5005-1-014

CREDIT HOURS	CLASS HOURS	LAB HOURS
4 Credits	5 Class Hours	0 Lab Hours

PREREQUISITE:

None

COURSE DESCRIPTION:

An introductory course designed to present the fundamemtals of Gregg shorthand with emphasis on phonetics, basic principles, writing correct theory, and reading both textbook and personal notes.

COURSE RATIONALE:

Shorthand is a requirement for the executive secretarial position in taking dictation of correspondence, instructions, telephone calls, minutes of meetings, etc. The study of shorthand is an entry level requirement for many office jobs due to the grammar skills learned in its study, due to the diligence and discipline required to learn it, and due to the expertise even its occasional use may provide.

This course is a required subject for the secretarial students. The course will provide basic training in Gregg shorthand theory, and also teach pretranscription skills with punctuation, spelling, and vocabulary building. Its goal is to develop the ability to read shorthand rapidly and write simple, low-speed dictation.

GENERAL LEVEL OBJECTIVES:

Upon completion of this course the student will:

-Read and write Gregg shorthand symbols for words, phrases, brief forms, etc., rapidly and accurately;

-Develop proficiency in vocabulary, spelling, punctuation and grammar, as it relates to shorthand theory;

-Develop speed and proficiency in the use of Shorthand knowledge/theory during transcription activities.

COURSE ORGANIZATION:

Shorthand I focuses on developing fundamental knowledge of shorthand theory. It emphasizes learning and memorizing shorthand symbols for the alphabet, words, brief forms, and phrases.

Actual class activities are organized in conjuction with the textbook, Gregg Shorthand for Colleges (Volume I, Series 90). The textbook itself is divided into (3) parts.

Part 1: Principles (Chapter 1-8, Lessons 4-48)

Part 2: Reinforcement (Chapter 9, Lessons 49-56)

Part 3: Shorthand and Transcription Skill Building (Chapter 10, Lessons 57-70)

Shorthand I covers only Part I: Principles (Lessons 1-30). Each lesson builds on shorthand theory presented in the previous lessons. As new symbols are introduced, they are merged with ones already learned thus allowing the student opportunity to integrate knowledge of symbols with their applications and use.

A calendar displayed on page 3 shows the order of presentation for each lesson. Chapters presented in class correspond with the lesson plans presented in the textbook. The last lesson of each chapter is a review lesson with no new shorthand theory presented. A quiz is given at the end of each chapter.

CALENDAR 10 weeks--5 hours per week--50 minute sessions

week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Lesson 1	Lesson 1	Lesson 2	Lesson 2	Lesson 3
2	Lesson 4	Lesson 5	Lesson 6	Quiz 1-6	Lesson 7
3	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
4	13 Quiz 1-12		Lesson 14		Lesson 15
5		Lesson 16		Lesson 17	
6	Lesson 18	19 Quiz 1-18		Lesson 20	
7	Lesson 21		Lesson 22		Lesson 23
8		Lesson 24	Quiz 1-24	Lesson 25	
9	Lesson 26		Lesson 27		Lesson 28
10		Lesson 29	Brief Form Quiz	Lesson 30	Quiz 1-30

COURSE ORGANIZATION (continued)

Chapter 1 - Lessons 1, 2, 3, 4, 5, 6

Chapter 2 - Lessons 7, 8, 9, 10, 11, 12

Chapter 3 - Lessons 13, 14, 15, 16, 17, 18

Chapter 4 - Lessons 19, 20, 21, 22, 23, 24

Chapter 5 - Lessons 25, 26, 27, 28, 29, 30

In addition, a section called "Building Transcription Skills" is included in Shorthand I. This includes similar word drills, punctuation practice on comma usage, grammar checkup, and business vocabulary builder. The business vocabulary builder occurs in all lessons from 13 through 48 although we study only 1 through 30 in this course. The similar words drills and punctuation practices occur in various lessons. For example, lesson 17 presents "personal, personnel." Lesson 23 presents "to, two, too." Lesson 29 presents "right, write."

PLEASE NOTE: (All Shorthand I courses, both day and night) should be coordinated to insure continuity of content and the same evaluation. Consideration might be given to scheduling two quarters of evening school classes to cover the 70 lessons.

COURSE OUTLINE:

It has been stated that Shorthand I emphasizes the development of a solid foundation in the basics of shorthand theory. This involves learning and memorizing shorthand symbols for the alphabet, words, brief forms and phrases. This theory can be grouped into five parts:

Alphabetic Characters (Lessons 1-34)

Brief Forms (Lessons 3-31)

Phrases (Lessons 3-46)

Word Beginnings (Lessons 3-46)

Word Endings (Lessons 2-47)

Since all chapters introduce and integrate shorthand symbols (alphabet, word beginnings, brief forms, phrases, etc.) in the process of applying shorthand theory, there is no content breakdown of topic information. This allows students to focus on defining and developing shorthand skills by practicing and using the shorthand knowledge/theory, as it is introduced.

COURSE RESOURCES:

A. Instructor Materials

Textbook - GREGG SHORTHAND FOR COLLEGES, Volume One, SERIES 90 (37749-9)

Instructor's Handbook (37753-7)

Student's Transcript (37750-2)

Workbook (37751-0)

Key to Workbook (37752-9)

SELF-CHECKS FOR GREGG SHORTHAND FOR COLLEGES, Volume One, SERIES 90 (37775-8) Self-Checks and Key

GREGG SHORTHAND DICTIONARY, SERIES 90 (24482-0)

GREGG SHORTHAND MOST-USED WORDS AND PHRASES, SERIES 90 (24483-9)

GREGG SHORTHAND TRANSPARENCIES, SERIES 90 (86640-6)

Stopwatch

Current Newspaper Articles on Secretarial Work

Steno pad (for demonstration)

COURSE RESOURCES (continued)

B. Student Materials

Textbook

Workbook

Student's Transcript

Steno pads (one for class work, and one for homework)

Pens (blue or black, not colored, not felt tip)

C. Audio Visuals

Overhead Projector

D. Resource People

Ruth E. Lawrence	-	Instructor of Secretarial Science Technology - Stark Technical College
Betty Jean Morford	-	Department Head of Secretarial Science Technology - Stark Technical College
Barbara Graham	-	Instructor of Secretarial Science Technology - Stark Technical College
Cecelia Albaugh	-	McKinley Senior High School

EVALUATION SYSTEM/EXPLANATION:

There are two evaluation systems that can be used to assess student performance in Shorthand I. Each system has its advantages and disadvantages, and the choice of system should be at the discretion of the instructor.

It should be recognized that Stark Technical College has an early registration procedure which requires students to register for classes before completing ones they are presently enrolled in.

EVALUATION SYSTEM/EXPLANATION (continued)

Since Shorthand I is a basic foundation course for future success in shorthand skill development, students need a knowledge of their progress in Shorthand I prior to enrolling in subsequent shorthand coursework. This enables the student to re-enroll in Shorthand I if he/she decides it is necessary. It is highly recommended that the student receive this information no later than the seventh week of class.

Evaluation #1:

In this system, the degree of shorthand skill attained in class is assessed against a word rate scale. The student's level of skill achievement is reflected by the number of words per minute successfully performed in each learning activity. Letter grades are assigned as follows:

Shorthand Reading Rate from book (1 minute) Count 3 best efforts

150 up = A
120-149 = B
100-119 = C
60- 99 = D

Shorthand Reading Rate from homework (1 minute) Count 3 best efforts

120 up = A
110-119 = B
80- 99 = C
60- 79 = D

Written Transcription, 3 minutes from book
(Lower letter grade for each additional 2 errors)

90 = A
75-89 = B
60-74 = C
45-59 = D

EVALUATION SYSTEM/EXPLANATION (continued)

Written Transcription, 3 minutes from homework
(Lower letter grade for each additional 2 errors)

90 = A
75-89 = B
60-74 = C
45-59 = D

Dictation from simple, practiced material for 1 minute

70 = A
60 = B
50 = C

Students may be given daily tests on the shorthand theory/symbols presented each class period. Review quizzes are given every six lessons for a total of five per semester (please see course calendar). Tests will be given once with no make-up tests.

Letter grades for the tests and quizzes are identified by the total numbers of items missed on a test with 25 to 35 questions.

0-1 = A
2 = B
3 = C
4 = D

Final Grading:

Grades from each of the previous areas will be assessed to determine the final grade for the student's comprehensive performance:

Daily Tests Unit Quizzes Reading Rate Transcription Rate Speed Takes Homework	2/3 of Grade
Final Exam (Required, Comprehensive)	1/3 of Grade

EVALUATION SYSTEM/EXPLANATION (continued)

Evaluation #2: (Alternate)

The following evaluation system is based on points assigned for each activity:

	Total Points	
Unit Quizzes/Brief Forms	30	30%
Shorthand Reading Rate (3 best efforts from book and homework)	10	10%
Longhand Transcription Rate - 3 minutes (3 best efforts from book and homework)	15	15%
Speed Takes Optional	5	5%
Class Recitation, Daily Quizzes, Homework	10	10%
Final Exam, Comprehensive (Required)	30	30%
	100	100%

A = 90-100 points
B = 80- 89 points
C = 70- 79 points
D = 60- 69 points

Further criteria for the letter assignment follows:

	A	B	C	D	% Weight
Unit quizzes - 5 points each					
Chapter 1	5,4	3	2	1	30%
Chapter 2	5,4	3	2	1	
Chapter 3	5,4	3	2	1	
Chapter 4	5,4	3	2	1	
Chapter 5	5,4	3	2	1	
Brief Form Quiz	5,4	3	2	1	
Shorthand Reading Rate (3 best efforts from book and homework)	5,4	3	2	1	10%
Longhand Transcription Rate for 3 minutes (3 best efforts from book and homework)	15,14	13	10	7	15%
		12	9	6	
		11	8	5	
Speed Takes Class Recitation Dialy Quizzes Homework	5	4	3	2	15%
Final Exam, Comprehensive (Required	30				30%
	100 points				100%

INSTRUCTIONAL DESIGN

DESIGN EXPLANATION:

As previously noted, class sessions for Shorthand I are structured according to the lessons developed in Gregg Shorthand for Colleges, Series 90.

Since each lesson builds shorthand knowledge through the theory presented in previous lessons, content information from one lesson becomes an integral part of the next. Success in developing shorthand skills depends on mastering the basics of shorthand theory as it is presented. Therefore, the instructional design outlined in this notebook will present a comprehensive overview of student performance upon completion of the entire ten-week program.

Chapters (identified by lesson groups) will define specific student performances expected on completion of learning activities performed in class.

LEARNING ACTIVITIES:

Learning activities focus on developing student skill by using and practicing shorthand symbols/theory as they are presented. Learning activities progress from the simple to the complex. Each learning activity is preceded by a performance objective defining the shorthand theory/principle that needs to be mastered for continued success in developing shorthand skills.

Please Note: All performance objectives and learning activities defined prior to a specific lesson should be repeated in any lesson that follows as instructor and or student feels necessary.

COURSE OBJECTIVES:

Upon completion of the Shorthand I course, the student will:

1. Hear phonetic sounds and record them in symbols.
2. Define words and use them correctly in correspondence.
3. Read from familiar shorthand plates and shorthand homework notes at a rate from 100 to 150 words a minute.
4. Transcribe in longhand from published shorthand plates, from homework notes, and from dictated material with 95% accuracy at a rate from 50-80 words a minute.
5. Write the brief forms, high-frequency words, and common phrases automatically from sound and to transcribe the same with 95% accuracy.
6. Master the principles of shorthand to the point of constructing unpracticed outlines from sound in dictation exercises.
7. Write legible, well-proportioned outlines that can be read at a minimum rate of 80 wpm.
8. Have a responsible attitude towards work, expressed in starting the day's work promptly, accepting suggestions for improvement in conduct and work, checking work consistently for errors and correcting errors before submitting work, plus working intelligently towards maximum improvement.

LESSONS 1-6

OBJECTIVES AND LEARNING ACTIVITIES

All objectives and learning activities may be repeated in the lessons that follow. Additional suggestions may be found in the Instructor's Handbook. Note that the learning activities progress from the simple to the complex.

In the sections which follow, the objective is listed and is immediately followed by the learning activity.

Upon completion of these lessons, the student will:

1. Hear phonetic sounds and identify the symbols.

   Learning Activity: Spell in shorthand the words presented on the chalkboard, in the book, in the workbook, or on transparency. Spelling can be in chorus, by a specific group, or by an individual.

2. Read from familiar shorthand plates in the textbook.

   Learning Activity: Reading may be in chorus, by a specific group, or by an individual. In reading, the student should spell the shorthand for each word.

3. Write the shorthand forms.

   Learning Activity: Writing may be tracing over or beside the forms in the book (called "dry-penning").
   Writing may be "air writing" the shorthand as words are dictated.
   Writing may be copying the shorthand forms presented in the lesson.

4. Demonstrate the correct use of the steno pad.

   Learning Activity: Write on half the line, use a rubber band to hold used pages, date the bottom of pages, slip the paper up when writing down the column.

LESSONS 7-12

Include all previous objectives and learning activities.

OBJECTIVES AND LEARNING ACTIVITIES

Upon completion of these lessons, the student will:

1. Demonstrate the ability to read simple sentences from chalkboard or transparency, progressing from spelling each word to instant identification and reading the word without spelling.

   Learning Activity: Reading may be by chorus, group, or individual.

2. Write the shorthand letters presented in each lesson. The copying should be done for homework, and the letters should be copied from the well-written shorthand plates in the textbook.

   Learning Activity: Although the above specifies homework, additional writing may be done in class through dry-penning, air writing, and actual writing from very slow dictation.

3. Write new, short, simple sentences which are dictated.

   Learning Activity: As the sentence is dictated, the student will "take" the dictation by writing the shorthand for each word.

4. Identify the need for an "enclosure" notation at the ends of letters.

   Learning Activity: At the end of the shorthand copy of the letter, if the letter mentions that an item is enclosed, the student should add an enclosure reminder---Enclosure, Enc., or the shorthand symbol for either.

5. Mark the titles of books, newspapers, magazines, etc., with a wavy line under the shorthand forms.

   Learning Activity: When writing the letters, the student should indicate the titles of books, newspapers, magazines, etc., by the wavy line indicating that the titles would be in all caps or underscored in the transcript.

6. Write theory words, brief forms, and phrases.

   Learning Activity: The student will write by copying from the shorthand theory plates, from dictation, or copy from transparency or chalkboard.

7. Transcribe in longhand for one minute for practice.

   Learning Activity: Under a timed situation, the student will write in longhand the transcript of letters from the textbook.

LESSONS 13-18

OBJECTIVES AND LEARNING ACTIVITIES

All previous objectives and learning activities are included.

Upon completion of these lessons, the student will:

1. For three minutes, transcribe in longhand from shorthand plates in the textbook.

   Learning Activities: In transcribing, the student should write as fast as possible, but must dot the i's and cross the t's. After three minutes' time is up, checking should be done in class to determine the total words transcribed correctly and a grade applied. In the beginning an error tolerance (3) may be permitted. On the initial attempts, the letter should be read first before transcribing. Spelling is checked.

2. Demonstrate the ability to proofread someone else's writing.

   Learning Activities: Checking the three-minute transcription exercise provides the opportunity to read someone else's writing and check the transcript for accuracy.

3. Write own name in shorthand and identify the names of other students written in shorthand.

   Learning Activities: Each student will spell aloud the shorthand characters for her own name while the teacher writes the name on the board. Other students will copy the shorthand names.

4. Define words, spell them correctly, and use them correctly in sentences.

   Learning Activities: The Business Vocabulary Builder word lists start with Lesson 13. These may be written for homework, and the workbook exercises using them should be completed. Tests may be given on them. Class recitation may be used to emphasize and review.

5. Select appropriate word from those that sound alike but are spelled differently and have different meanings.

   Learning Activity: In the "Similar Words Drill" the student should pronounce, define, and spell the words presented (personal, personnel). The workbook exercises give practice in this as well as the book shorthand letters. Class recitation may be used to emphasize and review.

LESSONS 19-24

OBJECTIVES AND LEARNING ACTIVITIES

All previous objectives and learning activities are included.

Upon completion of these lessons, the student will:

1. Read from homework by chorus, group, or individual.

   Learning Activity: Reading rates may be timed after several practice attempts.

2. Transcribe in longhand for three minutes from homework.

   Learning Activity: In a timed situation, the student will write in longhand for three minutes from homework. On the initial attempts, the letter should be read first (group or individual reading); later no preview time is permitted as the student is encouraged to read the letters outside of class to insure their legibility.

3. Spell accurately the marginal words.

   Learning Activity: In Lesson 19 the text starts presenting shorthand outlines in color with the word correctly spelled and syllabicated in the margin. Spelling exercises may be oral, written, or incorporated in theory word lists.

4. Identify typing or transcription errors in a printed letter.

   Learning Activity: The student will orally identify items to be changed. Lesson 19 contains a printed letter containing errors.

5. Select the appropriate word from to, too, two.

   Learning Activity: Selections may be by spelling the correct word, or by writing in longhand the correct spelling. Dictation of sentences, letters, or workbook sentences using these words might be used.

LESSONS 25-30

OBJECTIVES AND LEARNING ACTIVITIES

All previous objectives and learning activities are included.

Upon completion of these lessons, the student will:

1. Write the shorthand for major cities in Ohio.

   Learning Activity: Student may copy from the chalkboard presentation of the correct shorthand forms for Akron, Cambridge, Canton, Cincinnati, Cleveland, Columbus, Dayton, and Toledo. Students may write from dictated city names.

2. Write the shorthand letters by copying on every other line.

   Learning Activity: During the dictation the student will dry pen in the blank line area, using the forms above as the model. Dry penning is used to increase writing speed. Eventually, the student will take the dictation in the blank line.

3. Select the appropriate word from write and right.

   Learning Activity: Selection may be by spelling the correct word, or by writing in longhand the correct spelling. Dictation of sentences, letters, or workbook sentences using these words might be used.

4. Demonstrate a knowledge of the shorthand for the states starting with letters A through K.

   Learning Activity: The student might write shorthand from dictation. A pen & paper test might be given on which the student transcribes the shorthand forms for the states.

5. Read for speed for one minute from familiar book shorthand plates.

   Learning Activity: The student is timed for one minute and asked to read as fast as possible. Group reading and timing may precede individual reading.

SAMPLE CHAPTER TESTS

The sample tests (pages 17-19) were removed from this document prior to its being submitted to the ERIC Document Reproduction Service.

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